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Flipping the Global Health Challenge to the Classroom

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health laboratories are important contributing factors to the success of public health efforts globally.

Information empowerment: Informationist-led training for University of Michigan's predeparture students

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Background: Since 2009, University of Michigan's (U-M) Taubman Health Sciences Library (THL) has actively partnered with U-M's health sciences schools to improve information literacy among our global scholars taking part in global health research, internships abroad, and international collaborations in health. THL's global health informationist has provided information skills training to U-M students in preparation of their international learning experiences in developing countries. This poster focuses on the global health informationist's role in information skills training to enhance experiential learning and provides insight into innovations in informatics instruction programs in predeparture training.

Structure/Method/Design: The global health informationist is involved in training predeparture students in searching the international literature, effectively using evidence-based information resources, creating an understanding of global health teaching materials, becoming more aware of country-specific data and epidemiology sources, building awareness of mobile resources for global health, and encouraging the investigation of international news media sources. Approaches used for predeparture training have included curriculum-integrated instruction, demonstrations, individual consultations, lecture series and symposia, predeparture orientations, and the creation of customized online information resource guides.

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): Not applicable

Summary/Conclusion: Information skills training has empowered U-M students to develop effective collaborations around the world. Students need to be introduced to multidisciplinary and interdisciplinary information sources which can be overlooked during training in "traditional" health sciences sources. To be successful in their information gathering, students engaged in global health need to fully recognize the interdisciplinary nature of global health. Predeparture training gives the informationist and the library the opportunity to provide awareness of a broader field of global health information resources.

Information skills training has become a significant and necessary aspect of students' predeparture training. To improve future training, more opportunities for student evaluation both in the predeparture phase and upon their return from global health experiences is required.

Flipping the global health challenge to the classroom

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Background: Much of the debate concerning global health education remains focused on building effective training programs. This paper emphasizes the development of teaching strategies specific to global health education. Inspired by the active learning process of "flipped classrooms" where critical thinking

happens in the classroom and fact finding happens outside, this paper describes the experience of bringing the real global health challenge of high maternal mortality in Somaliland directly into the North American classroom in a public health graduate program.

Structure/Method/Design: Individuals working in Somaliland initially proposed the global health challenge that the MPH students and faculty eagerly embraced. MPH students worked as a team that included two African students (one from Somaliland), who acted as cultural brokers. The team utilized ongoing Skype/e-mail communications with staff of Edna Adan University Hospital in Somaliland; personal interviews and discussions with Edna Adan during her fortuitous visit to class; and ongoing audio-recording of the entire process documenting the development of a systematic review for use in Somaliland and other global health settings.

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): This project is a novel example of how global health education and social change can all be experienced simultaneously in Somaliland and in a university classroom in Ohio. The systematic review prepared by the students is currently being used to design and pilot a community-based intervention that will provide cell phones (mobile health) to midwives to follow up with women who have undergone fistula surgery at the hospital and returned to their village.

Summary/Conclusion: The plan is to seek funding based on this collaborative pilot. Faculty at Wright State University and one student involved in the classroom global health challenge continue to collaborate with the planning and development of the pilot study. In other words, we were actively engaged in "being there," while still "being here."

Teach the teacher: Faculty development for the next generation of Haitian clinician-educators

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Background: Physicians for Haiti (P4H) is a Boston-based nongovernmental organization that supports excellence in Haiti's medical education system. A priority of the Haitian medical establishment is capacity building through the expansion of training programs. However, needs assessments identified a shortage of faculty with experience as teachers and supervisors. Haitian clinicians expressed a lack of confidence in supervision and evaluation when surveyed, as well as a strong interest in improving these skills. A web search revealed no existing curricula suited to fill this gap. The "Teach the Teacher" curriculum was developed to focus on medical and nursing educators working in low-resource, high-volume settings, with input from education professionals, clinician-educators and faculty at the newly opened University Hospital of Mirebalais (HUM) in Haiti.

Structure/Method/Design: The didactic component of the curriculum comprises a multi-tiered series of lectures and workshops with both introductory and advanced presentations. Feedback, evaluation, effective small-group teaching techniques and strategies for managing teaching rounds are among the initial topics covered. This is joined by a practical component consisting of direct observation of faculty on teaching rounds followed by feedback sessions. The curriculum has been evaluated through surveys and pre-/post-tests of knowledge.

Results (Scientific Abstract)/Collaborative Partners (Programmatic Abstract): University Hospital of Mirebalais

Summary/Conclusion: The curriculum was piloted via a series of 11 lectures and workshops delivered to teaching physicians at HUM